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ABSTRACT

This manual provides information needed by students serving in professional internships as part of the Vocational Education Studies Program at Southern Illinois University at Carbondale. Internships consist of real-world experiences in education, training support, and management occupations, such as curriculum developer, evaluator, media developer/operator, researcher, counselor, admissions and records office staff, library staff, training supervisor, on-the-job training monitor/trainer, and manager or supervisor. The first part of the manual explains the requirements of the internship program and how it is conducted. Included are sections on objectives of professional internships, the general process of the internship, the planning process, performance contracting, interning, evaluation, and grading. The second part of the manual consists of four appendixes that provide materials for use in the internship program. Materials include a sample schedule, sample contracts, sample activities log entries, and sample internship performance evaluation entries. Blank versions of these documents are included. (KC)

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VES 496

PROFESSIONAL INTERNSHIP

STUDENT MANUAL

Department of Vocational Education Studies
College of Education
Southern Illinois University at Carbondale
March 1983

CE035901

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VES 496 - PROFESSIONAL INTERNSHIP

Catalog description:

> VES 496 (2 to 12 credits) Professional Internship. Research or curriculum development or program management at approved educational or training sites. The intern will follow the program of the supervising professional in regular and related activities. Not for graduate credit. Prerequisite: 18 month of full-time equivalent of documented or nine months of full-time equivalent supervised work experience or a combination.

Internships are the culminating and most important professional development experiences. They provide real world experience in education and training professions.

Internships provide on-the-job experiences in education and training support and management occupations, such as curriculum developer, evaluator, media developer/operator, researcher, counselor, admissions and records office staff, library staff, training supervisor, on-the-job training monitor/trainer, and manager or supervisor. Professional internships do not entail classroom teaching.

Internships take place in a variety of locations, such as community colleges, technical institutes, proprietary schools, government training projects, and corporation training units. Internships shall not entail military research, curriculum development or program management.

Three people are involved: (1) The intern is primarily responsible for identifying and completing experiences relevant to professional development. (2) The supervisor, an administrator or staff person in the organization in which the internship is performed, provides instruction and supervision as the intern practices various skills. (3) The SIUC professor, secures the internship and evaluates the experience.

Interns may pursue a number of goals. Following are the major objectives of the professional internship:

1. Provide for integration of knowledges, skills, and attitudes learned in classroom courses.

2. Provide opportunities for experiencing real training support activities with real outcomes in a real program.

3. Provide opportunities for refining planning and communication abilities.

4. Introduce education and training roles in human resource development programs.

The General Process:

During the initial stages of your professional education, you should decide what type of internship you want and need, where it should take place, how much and what kind of practice you need, and whether it should be supplemented by other coursework.

As you work out your plans, your professor will provide guidance and direction, arrange for an internship, and identify an internship supervisor. These things should be done before the term begins.

When you begin the term, your first responsibility will be to develop a schedule and a contract. These two forms should be developed by you on the advice of your internship supervisor and professor. The schedule will describe dates and times when you will be physically present at the internship location. The contract will describe skills you will learn and how you will practice them.

The Professional Internship requires completion of a product which illustrates that you have achieved objectives listed on the Internship Performance Contract. The product may take a variety of forms. For example, if the internship results in products such as media, curriculum materials, research data, or evaluation devices, these would be appropriate and sufficient proofs of learning. If the internship does not result in such products, a report should be prepared. It should describe what was learned re each learning objective. Product(s) must be submitted to the professor for evaluation at the completion of the internship.

You will keep a log of activities to record the types of learning activities--whether you acted as an observer, under guidance, or independently--and how much time was involved. The log will also be submitted to your professor at the completion of the internship.

Your performance will be evaluated by your supervisor and your professor. Each will observe and assess your performance at least twice and will use Internship Performance Evaluation forms to document their judgements.

You will have several conferences with your professor during the term. Entries on the Activities Log and the Internship Performance Evaluation forms will provide bases for reviewing progress and for adjusting learning activities.

The Planning Process:

For several reasons, you should begin planning your internship before the start of the term.

First, because students who enroll in the VES Occupational Education program have a wide range of experiences and competencies, each requires special internship experiences. For example, some are already competent instructors

and training supervisors and need opportunity to use skills in research, management, or specialized staff experiences.

Second, all students must complete at least one term of internship. They may enroll in Professional Internship, Teaching Internship (VES 495), or combinations. Having enrolled in Professional Internship, you must decide what you want to learn, e.g., management, research, or development skills.

Third, the amount of credit to be earned and effort to be expended must be determined. The rule of thumb for determining time/credit is that forty hours of effort equal one semester hour of credit. For example, two credits (the minimum per term) require 80 hours of effort and three require 120 hours.

Converting the time/credit formula to hours per week may be done in two ways--full-time and part-time internship. Full-time internship assumes eight hours of work at the internship location each day for one week, totaling 40 hours/one credit per week. Seven hours each day for six days would equal one credit. By working longer days (including preparation time) for two weeks, one might earn three credits for two weeks of intensive effort.

Usually, part-time internship takes place over a longer period. Assuming sixteen weeks per term, two credits require five hours of effort per week, three credits require seven and one-half hours, four credits require ten hours, and so forth.

Some internships involve a combination of full-time and part-time activities.

Finally, you need to identify where your skills should be learned--public post-secondary education, private technical schools, business, industry, or government.

In sum, together with your professor, you must determine what type of internship is best and where it should take place. Your professor will need time to arrange for the internship and identify your internship supervisor.

The Contracting Process:

The contracting process begins after the internship location has been selected. It consists of completing two forms--the Internship Schedule and the Internship Performance Contract. Both forms are developed by you and are approved by your internship supervisor and your professor.

Four blank internship schedule forms are included in the back of this manual. Remove the last form and use it to draft a schedule. Normally, at this point, you should list the times and dates during which your internship supervisor indicated you would be most welcome. (There are times in every organization when it would be troublesome to have an outsider underfoot.)

Your relationship with this individual and specific activities during the term will depend upon your experience, the internship location, and your plans. Following are several typical internship arrangements:

1. An intern might work with an administrator in a technical college. The intern could read policy papers and operations correspondence, attend staff and faculty meetings, work on various projects involving program and staff management, and assist the staff in a variety of ways. The intern would learn management roles in a public post-secondary institution. (See Appendix B.1.)

2. An intern might work with a form of experiential education in a factory training situation. The intern could apply military on-the-job training program processes to an industrial setting, or work in an established apprenticeship program, or develop a cooperative training arrangement between a school and a company. The intern could learn skills required of a training coordinator and would be exposed to the characteristics of entry-level training for a particular employer. (See Appendix B.2.)

3. An intern might perform research work in a community college. The intern could conduct a needs survey, a follow-up study, an employer survey or a cost-benefit analysis. The intern would learn to use structured inquiry and would become familiar with provision of appropriate programs for the public. (See Appendix B.3.)

4. An intern might develop media in a proprietary school. The intern could learn specific skills such as storyboarding, scripting, photography, artwork, and equipment operations, and/or more general knowledge about media development processes, learning resource center operations, and so forth. The intern would also learn about management of training institutions for profit.

5. An intern might work as a counselor in a government training program such as Job Corps. The intern could practice vocational advisement, explain job finding and job keeping, provide personal and social counseling, and learn to interact in a helping manner with people who have not succeeded in the world of work. The intern would also learn about characteristics of training programs sponsored by the Department of Labor.

6. An intern might develop a new instructional program or update an existing program in a corporation. The intern might apply curriculum development skills learned in the service to a new environment. The student would also learn roles of trainers and how corporate personnel and training departments function.

After you and your internship supervisor have organized your time over the term, you should prepare three final copies of the schedule. Your professor, your supervisor, and you should retain copies. A sample schedule is shown in Appendix A.

Next, you should develop the contract. Unlike the schedule, which describes when you will be at the internship location, the contract describes what you will learn and what the primary learning activities will be. It should be planned in consultation with your internship supervisor and your professor.

Several sample contracts are shown in Appendix B. Note that they illustrate a variety of ways to complete the form. The primary consideration is that your plans be understood by all three parties. (Two blank contract forms are included in this manual.) After the contract is typed (for legibility on all three pages), it should be signed by you, the internship supervisor, and the professor. A copy should be retained by each.

The Interning Process:

It is essential that you keep track of the activities, both in and outside of the classroom, which contribute to your professional development. The activities log is designed to record day-to-day activities. The codes (A B, C) will help you to trace how you move from "doing what you are told to do" to "doing what needs to be done." Several blank activities logs are included in the back of this manual.

A sample log is shown in Appendix C. The sample illustrates how you might enter your activities. Note that your internship supervisor should initial entries you make about activities you do under his or her supervision. You should review the log with your professor at least once each month. The completed log must be submitted to your professor at the completion of your internship.

As early as possible, you should decide what type of course product will be completed. Your internship may result in curriculum products, a research report, follow-up study, media materials, or the like. These are course products. If your internship will not involve development activities, you should begin development of an internship report very early in the term. You should sketch the framework of the report so you can make pertinent notes about your activities. Discuss format and content of the report with your professor and write the report during the term. It must be completed and submitted before the last day of the term.

The Evaluation Process:

You should plan to be observed and evaluated monthly during the internship term.

Four blank evaluation forms are included in the back of this manual. You should remove them after the contract is signed and complete certain entries. Information about who, what, where, and when the internship is to be performed and internship learning objectives should be transferred from the contract to the evaluation forms. Leave the rating period blank. It will be completed by the rater. Two examples in Appendix D illustrate how the

forms are prepared (typed) by an intern and how two raters might complete them.

The form contains two sections to be completed by the raters. The top half, lists the learning objectives and how much time should be expended for each of the objectives. The bottom half, the comments section, deals with how well learning activities shown on the contract are being performed.

The top half of the form describes the quantity of work on each objective. Normally, during the first month of an internship, a rater might indicate that one or more objectives are receiving most of an intern's efforts and others have not yet received attention. A later rating might reflect that the intern is progressing satisfactorily on all objectives. Such a rating would mean that the intern planned well and is performing as planned. A desirable rating would show marks clustered down the middle. A low rating for all objectives would indicate that the intern isn't working on the objectives or has missed deadlines.

A caution. The top half of the form may be misused. A rating of "Superior Progress" should mean that a great deal of effort is being expended on an objective and that the effort is efficient. A rating of Superior Progress does not mean that the work is of superior quality. If the rater mistakenly indicates that the intern shows Superior Progress for all objectives, either the rater is indicating quality instead of quantity, or the intern is devoting undue time and or effort to accomplish all objectives at one time. Neither is appropriate.

The bottom half of the form should contain comments about the quality of work performed. This section refers to the Learning Activities section of the contract. Raters should describe what is being done and how well it is done. Usually there is a direct tie between the amount of work reflected in the top half of the form and comments on the bottom half. Your grade will, in large part, be based on these comments.

After a rating is completed, the rater will discuss the comments and progress chart with you. You should sign the form to indicate this discussion has occurred. Remember, this is a learning experience. Suggestions are intended to help you grow professionally. The three copies of the form should be distributed to the three parties involved.

The Grading Process:

You will be responsible for the planning, contracting and interning processes. Others will be responsible for evaluation and grading.

The process is as follows. You identified, in the contract, what you plan to learn and how you planned to do it. Your grade will be based primarily on how well you achieved the objectives. Four factors will be considered--process and product, quality and quantity.

1. Evidence of process will be found in the activities log, the top section of the performance evaluation forms and in discussions between you and the SIUC professor.

2. The course product, an internship experience report or materials developed during the term, will provide tangible evidence of your learning.

3. Quality of the process is described in the comments section of the performance evaluation forms. Quality of the product will be assessed by the professor after it is submitted.

4. Quantity relates to effort expended. It is evidenced throughout the term on the performance evaluation forms, the activities log, and at the end of the term, by the course product.

The internship supervisor will have considerable input about the quality and quantity of your effort as reported to the professor via the performance evaluation forms and discussions. However, your grade will be determined by the SIUC professor.

This is not a pass-fail course. Letter grades are given. Frequent meetings with your internship supervisor and your professor will provide opportunities for feedback about your efforts and successes during the course.

APPENDICES

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Appendix A - Sample Schedule	9
The sample schedule illustrates one way the form may be completed. Note the comments at the bottom of the form. (This illustration is carried through appendices B-1, C and D.)	
Appendix B - Sample Contracts	10-12
Three examples of how the contract form may be completed are shown. The first involves learning the role of management in a technical college (continued from the sample schedule in Appendix A). The second involves the development of a new OJT program for a corporation. The third consists of conducting a research study for a community college.	
Appendix C - Sample Activities Log Entries	13
Illustration of how to record your time and activities in the activities log. This example shows how the sample schedule (Appendix A) and the management internship in a technical institute might be portrayed.	
Appendix D - Sample Internship Performance Evaluation Entries	14-15
Two examples show how the internship supervisor and the SIUC professor reported the quantity and quality of learning activities during the first and second months of the internship illustrated above.	

Appendix A

Sample Schedule

INTERNSHIP SCHEDULE

Intern Bill Bangor

Dates	Times	Dates	Times
Schedule of Classes:		Office hours:	
Winter quarter:		Admissions and records staff: 8-5	
Jan 5 - Mar 18			
		Dean Woodley's office hours:	
Spring quarter:		Monday: 1:00 - 9:30 pm	
Mar 28 - Jun 17		Tuesday - Friday: 8:00 - 4:30	
		Each week, the Dean will visit evening	
	Early classes:	classes a different evening for about	
	4:30 - 7:00 pm	an hour. Schedule is determined on an	
	Late classes:	as-needed basis.	
	7:05 - 9:35 pm		
	Regular classes:		
	6:30 - 9:00 pm		
(Note: specific times for class visits			
will be worked out during the term.)			

Notes about special arrangements:

Regular times for program directors' meetings: 1:00 - 2:30 every Friday
Regular times for evening faculty meetings: every two weeks, Mondays; Early group - 7:00 pm, Late group - 6:30 pm, regular group - 6:00 pm (for one half-hour)
I will take one week of leave to work full time on the fall schedule during Mar 31-25.
I will take several days of leave during the month of April to review applicants for faculty positions for the summer term.

Appendix B

Sample Contract - 1

SIU **Department of Vocational Education Studies**
Southern Illinois University at Carbondale

INTERNSHIP PERFORMANCE CONTRACT

Intern Bill Bangor ID Number 321 66 4579 Term Spring 83

VES Internship Course VES 496 - Professional Internship

Description of Internship Understudy to the Dean of Instruction

Location of Internship Neptune County Technical Institute

I agree to conduct, to the best of my abilities, internship as described below. Further, these activities shall be in accord with my professional needs and interests, and advice and counsel of my instructor, and the policies and practices of the Department of Vocational Education Studies and the College of Education. I shall maintain a log of activities associated with my internship.

Learning Objectives	Planned Activities to Attain Objectives
1. Analyze the philosophy of technical and adult education at NCTI. 2. Analyze the organizational structure and functions of the various offices at NCTI. 3. Analyze the instructional program management process at NCTI. 4. Analyze the faculty management process at NCTI.	a. Read all relevant reports, documents, memorandums, etc. b. Attend all Friday afternoon staff mtgs. c. Attend Monday evening faculty meetings. d. Accompany the Dean during his instructor evaluation classroom visits during evening classes. e. Assist in the development of the Fall 83 schedule of courses. f. Assist in the review of credentials and in the selection of new faculty for the summer term. g. Prepare a written report which describes what I have learned about my objectives.

Credit Hours Contracted for five Planned Completion Date 29 Apr 83

Student's Signature Bill Bangor Date 12 Jan 83

Approved by Supervisor Jeanne Woodby Date 1/13/83

Approved by Instructor B.W. Wiggins Date January 13, 1983

Instructor's Comments Excellent work. Much praise from the Dean. Report was very thoughtful & complete. Final Grade A

Distribution: white copy: Instructor yellow copy: Intern pink copy: Supervisor

Appendix B

Sample Contract - 2

SIU **Department of Vocational Education Studies**
Southern Illinois University at Carbondale

INTERNSHIP PERFORMANCE CONTRACT

Intern George Scott ID Number 114-72-3987 Term Sum/Fall 83

VES Internship Course VES 496 - Professional Internship

Description of Internship Develop an OJT program for new employees

Location of Internship Milleville Furniture Manufacturing, Inc.

I agree to conduct, to the best of my abilities, internship as described below. Further, these activities shall be in accord with my professional needs and interests, and advice and counsel of my instructor, and the policies and practices of the Department of Vocational Education Studies and the College of Education. I shall maintain a log of activities associated with my internship.

Learning Objectives	Planned Activities to Attain Objectives
Be able to: 1. Apply military instructional system development principles and procedures to a civilian training environment. 2. Develop, test, and implement a complete training system. 3. Train civilian personnel to use and develop ISD materials and procedures. 4. Interact with civilian managers, staff, and employees in a productive and satisfying manner.	1. Identify jobs which require OJT. 2. Locate and obtain task analyses for jobs. 3. Select a job for OJT system development. 4. Update that task analysis with supervisors. 5. Write performance objectives for tasks. 6. Write performance tests for tasks. 7. Validate performance tests. 8. Write operations and information sheets. 9. Validate ops and info sheets. 10. Write OJT procedures manual (draft). 11. Train a supervisor to use the manual, training materials, and performance tests. 12. Validate the system with a few new employees. 13. Train designated employee(s) to develop materials and tests for other jobs. 14. Develop an evaluation system to determine cost/savings information. 15. Write a final report to the company management with suggestions for future.

Credit Hours Contracted for ten (2 terms) Planned Completion Date December 15, 1983

Student's Signature George Scott Date 15 May 83

Approved by Supervisor Elmer Hawkins Date May 15th 83

Approved by Instructor J.W. Hatten Date 5-16-83

Instructor's Comments _____

_____ Final Grade _____

Distribution: white copy: Instructor yellow copy: Intern pink copy: Supervisor

Appendix B

Sample Contract - 3

SIU **Department of Vocational Education Studies**
Southern Illinois University at Carbondale

INTERNSHIP PERFORMANCE CONTRACT

Intern Dudley Dawson ID Number 345 67 8910 Term Sum 83

VES Internship Course VES 496 - Professional Internship

Description of Internship Survey the Business Community to Determine Required Programs

Location of Internship Williamsburg Community College

I agree to conduct, to the best of my abilities, internship as described below. Further, these activities shall be in accord with my professional needs and interests, and advice and counsel of my instructor, and the policies and practices of the Department of Vocational Education Studies and the College of Education. I shall maintain a log of activities associated with my internship.

Learning Objectives	Planned Activities to Attain Objectives
Be able to: 1. Develop plans for conducting research with clear goals. 2. Review what has been learned and reported by others. 3. Formulate questions that are clear, objective, and usable. 4. Develop a survey process which produces usable data. 5. Analyze the data to determine the meanings. 6. Conclude and summarize the findings in a lucid, concise, logical way, using a standardized written format. 7. Explain the findings and report to the satisfaction of the requesting agency.	a. Review past surveys and follow-up studies b. Identify real and potential employers of WCC graduates. c. Review State labor department information d. Identify specific purpose of survey. e. Select survey method, parameters, etc. f. Develop questionnaire. g. Produce and distribute questionnaire. h. Develop system for tabulating data. i. Analyze data. f. Summarize findings. g. Prepare a written report to WCC staff. h. Give presentation to WCC staff with recommendations. i. Prepare and submit research report to SIUC.

Credit Hours Contracted for 6 Planned Completion Date 21 Aug 83

Student's Signature Dudley Dawson Date 10 May 83

Approved by Supervisor Mildred Murphy Date May 10, 1983

Approved by Instructor Curtis Lander Date 11/5/83

Instructor's Comments _____

_____ Final Grade _____

Distribution: white copy: Instructor yellow copy: Intern pink copy: Supervisor

VES 495 ___ VES 496 ✓ INTERNSHIP ACTIVITIES LOG Intern Bill Bango

Dates	Activity Code	Description of Activities	Hours Required	Reviewers' Initials
4 Jan 83	—	Met with Dean Woodley to discuss internship again.	1.45	
12 Jan 83	—	Wrote contract & got it signed by Dean + Dr. Wiggins	3.00	
14 Jan	C	Read organization documents in Dean's office	2.10	
18 Jan	C	Read reports & planning documents	2.00	
19 Jan	C	Read operations manuals in admin & secty office	4.00	
24 Jan	C	Read reports & operations documents in Dean's office	3.20	
25 Jan	A	Am [illegible] meeting - discussed session after with Dean	3.25	
		Read reports & documents		
21 Mar	A/B	Worked on full schedule with Dean	7.15	
22 Mar	B	Worked on full schedule	8.00	
23 Mar	B	Worked on full schedule	8.00	
8 Apr		Attended staff meeting	[illegible]	
11 April	A	Visited early morning classes with Dean - evaluated faculty	2.50	
12 April	C	Read planning documents + state reports to assist Dean	2.00	
15 April	C	Final discussion with office staff	3.40	
2n April	—	Final conference with Dean Woodley	1.40	

Activity Code: A - Cooperating/supervising professional performed while intern observed/assisted; B - Intern performed under supervision; C - Intern performed without supervision

Appendix D

Sample Internship Performance Evaluation Entries - 1

Department of Vocational Education Studies
Southern Illinois University at Carbondale

INTERNSHIP PERFORMANCE EVALUATION

Intern Bill Baigor ID Number 321 56 4579 Term Spring 83

VES Internship Course VES 496 Rating Period Jan 15 - Feb 20

Description of Internship Understudy to the Dean of Instruction

Location of Internship Neptune County Technical Institute

Objectives	No Progress to Date	Satisfactory Progress	Superior Progress
1. Analyze the philosophy of technical and adult education at NCTI.		Bill has not yet met this month. ✓	
2. Analyze the organizational structure and functions of the various offices at NCTI.		✓	
3. Analyze the instructional program management process at NCTI.	✓		
4. Analyze the faculty management process at NCTI.		✓ — missed a faculty mtg.	

Comments: Bill has attended two staff mtgs. Seems to have a good sense of organization. He has read every policy paper in my file and asks excellent questions. He spends much time discussing office policies with the staff.

He has not accompanied me in my evening evaluation visits of the Adult ed faculty/classes. We should begin this soon.

Rater's Signature Jeanne Woodby Date 2/18/83

Intern's Signature Bill Baigor Date 18 Feb 83

Distribution: white copy: Instructor yellow copy: Intern pink copy: Supervisor

Appendix D

Sample Internship Performance Evaluation Entries - 2

Department of Vocational Education Studies
Southern Illinois University at Carbondale

INTERNSHIP PERFORMANCE EVALUATION

Intern Bill Bangor ID Number 321 66 4579 Term Spring 83

VES Internship Course VES 496 Rating Period April

Description of Internship Understudy to the Dean of Instruction

Location of Internship Neptune County Technical Institute

Objectives	No Progress to Date			Satisfactory Progress				Superior Progress		
1. Analyze the philosophy of technical and adult education at NCTI.								✓		
2. Analyze the organizational structure and functions of the various offices at NCTI.						✓				
3. Analyze the instructional program management process at NCTI.				MAJOR EFFORTS THIS MONTH			✓			
4. Analyze the faculty management process at NCTI.							✓			

Comments: Bill continues to read documents that come to my office regarding program and personnel management. He has attended all recent staff and faculty meetings. He did most of the work on the fall schedule - shows a real talent for organizing. He is reviewing applicants' resumes for two evening/adult program positions. He does excellent work and is very well thought of by my staff and faculty. The schedule is being met in all activities.

Rater's Signature Jeanne Wordley Date 4-20-83

Intern's Signature Bill Bangor Date 20 April 83

Distribution: white copy: Instructor yellow copy: Intern pink copy: Supervisor

VES 495 ____ VES 496 ___ INTERNSHIP ACTIVITIES LOG Intern _____

Dates	Activity Code	Description of Activities	Hours Required	Reviewers' Initials

Activity Code: A - Cooperating/supervising professional performed while intern observed/assisted

B - Intern performed under supervision

C - Intern performed without supervision

VES 495 ___ VES 496 ___ INTERNSHIP ACTIVITIES LOG Intern _____

Dates	Activity Code	Description of Activities	Hours Required	Reviewers' Initials

Activity Code:

A - Cooperating/supervising professional performed while intern observed/assisted

B - Intern performed under supervision

C - Intern performed without supervision

VES 495 ____ VES 496 ___ INTERNSHIP ACTIVITIES LOG Intern _____

Dates	Activity Code	Description of Activities	Hours Required	Reviewers' Initials

Activity Code:

A - Cooperating/supervising professional performed while intern observed/assisted

B - Intern performed under supervision

C - Intern performed without supervision

INTERNSHIP SCHEDULE

Intern _____

Dates	Times	Dates	Times

Notes about special arrangements:

INTERNSHIP SCHEDULE

Intern _____

Dates	Times	Dates	Times

Notes about special arrangements:

INTERNSHIP SCHEDULE

Intern _____

Dates	Times	Dates	Times

Notes about special arrangements:

INTERNSHIP SCHEDULE

Intern _____

Dates	Times	Dates	Times

Notes about special arrangements:

SIU **Department of Vocational Education Studies**
Southern Illinois University at Carbondale

INTERNSHIP PERFORMANCE CONTRACT

Intern _____ ID Number _____ Term _____

VES Internship Course _____

Description of Internship _____

Location of Internship _____

I agree to conduct, to the best of my abilities, internship as described below. Further, these activities shall be in accord with my professional needs and interests, and advice and counsel of my instructor, and the policies and practices of the Department of Vocational Education Studies and the College of Education. I shall maintain a log of activities associated with my internship.

Learning Objectives	Planned Activities to Attain Objectives

Credit Hours Contracted for _____ Planned Completion Date _____

Student's Signature _____ Date _____

Approved by Supervisor _____ Date _____

Approved by Instructor _____ Date _____

Instructor's Comments _____

_____ Final Grade _____

Distribution: white copy: Instructor yellow copy: Intern pink copy: Supervisor

SIU

Department of Vocational Education Studies
Southern Illinois University at Carbondale

INTERNSHIP PERFORMANCE CONTRACT

Intern _____ ID Number _____ Term _____

VES Internship Course _____

Description of Internship _____

Location of Internship _____

I agree to conduct, to the best of my abilities, internship as described below. Further, these activities shall be in accord with my professional needs and interests, and advice and counsel of my instructor, and the policies and practices of the Department of Vocational Education Studies and the College of Education. I shall maintain a log of activities associated with my internship.

Learning Objectives	Planned Activities to Attain Objectives

Credit Hours Contracted for _____ Planned Completion Date _____

Student's Signature _____ Date _____

Approved by Supervisor _____ Date _____

Approved by Instructor _____ Date _____

Instructor's Comments _____

_____ Final Grade _____

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SIU **Department of Vocational Education Studies**
Southern Illinois University at Carbondale

INTERNSHIP PERFORMANCE CONTRACT

Intern _____ ID Number _____ Term _____

VES Internship Course _____

Description of Internship _____

Location of Internship _____

I agree to conduct, to the best of my abilities, internship as described below. Further, these activities shall be in accord with my professional needs and interests, and advice and counsel of my instructor, and the policies and practices of the Department of Vocational Education Studies and the College of Education. I shall maintain a log of activities associated with my internship.

Learning Objectives	Planned Activities to Attain Objectives

Credit Hours Contracted for _____ Planned Completion Date _____

Student's Signature _____ Date _____

Approved by Supervisor _____ Date _____

Approved by Instructor _____ Date _____

Instructor's Comments _____

_____ Final Grade _____

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